

## DIRECTED PRACTICE

ESTIMATED TIME 10 MIN



## Animals Surviving

## GROUPING

small groups

## MATERIALS PER GROUP

- paper
- crayons
- scissors
- green paper sheet
- pencil

## OBJECTIVE

Students will investigate the advantages that help some animals survive.

## TEACHER BACKGROUND

Animals have different strategies to survive. Morphological defenses are structural adaptations to avoid predation, such as claws, horns, and spikes.

Behavioral defenses are acts performed to avoid attack by enemies. They include living in groups, hunting nocturnally, mimicry, and camouflage.

## ADVANCE PREPARATIONS

- Gather the materials for this practice.
- Prepare stations with the materials.
- Divide children into small groups and assign each group to a station.

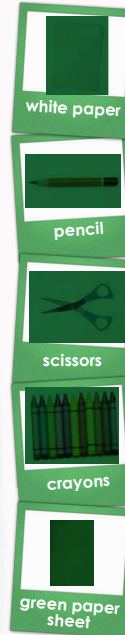


## SAFETY PRECAUTIONS

- Students should be careful when using any sharp-edged tools.
- Students should wash their hands after the activity.

## DIRECTED PRACTICE

## MATERIALS



## Animals Surviving



**Ask a question:** What helps a frog survive?

- 1 Draw three frogs on the sheet of white paper.
- 2 Color the first one brown, the second blue, and the last one green.
- 3 Cut out the frogs.
- 4 Put the frogs on the green paper. **Observe** them.

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## SCIENCE SKILLS

By the end of this practice, students will have used the following science skills:

- Observe
- Record observations
- Analyze
- Draw a conclusion.



## ANCHOR ACTIVITY

Use the Anchor Activity for this lesson as a warm-up to gauge student prior knowledge and help them engage at the beginning of class.

- 5 Suppose that you are an animal that eats frogs. Which frog will be more difficult for you to see? **Record.**

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- 6 **Draw a Conclusion**  
What helped the frog survive?

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## STEPS

- 1 Encourage students to draw three frogs on the white sheets of paper. You can draw a frog on the board or bring a picture of a frog to help them.
- 2 Direct students to color one frog brown, one frog blue, and one frog green.
- 3 Help students cut the frogs pictures out carefully.
- 4 Have students place the frogs on the green sheet of paper and **observe**.
- 5 Encourage some students to pretend they are an animal that wants to capture the frogs.

### Record.

**ASK** Which frog is hard to see? **the green frog**

- 6 **Draw a conclusion.** Explain how the color of the frog helps it survive.

Have students answer the question at the end of the activity. **Its color**

## EXPECTED RESULTS

Students will learn that the green colored frog is more difficult to see against the green paper.

## EXPLANATION

The green frog is harder to see on the green sheet of paper. This activity shows how an organism can use color to hide from predators in its environment.

## CONCLUSION

Using color to blend into the environment provides an advantage that helps an animal survive.